

Anxiety In The Foreign Language Classroom Rapid Intellect

Affect in Foreign Language and Second Language Learning offers high school and college/university second language teachers, or teachers-in-training, practical suggestions for creating activities that take into account learner anxieties, frustrations or discomfort in the language learning process. The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and, at the same time, that promote a low-anxiety classroom environment. The authors of each chapter are specialists in specific areas of language learning and their essays, composed specifically for this volume, lay the groundwork for continued research on affect in language learning. This text is part of the McGraw-Hill Second Language Professional Series, edited by James F. Lee and Bill VanPatten.

Raise your ELL success quotient and watch student achievement soar! How the ELL Brain Learns combines current research on how the brain learns language with strategies for teaching English language learners. Award-winning author and brain research expert David A. Sousa describes the linguistic reorganization needed to acquire another language after the age of 5 years. He supplements this knowledge with immediately applicable tools, including: A self-assessment pretest for gauging your understanding of how the brain learns languages Brain-compatible strategies for teaching both English learners across content areas An entire chapter about how to detect English language learning problems

This book investigates the effects of foreign language anxiety (FLA) on young language learners, using as a basis for observation the early childhood English education industry in South Korea that has arisen as a result of English fever. The authors combine existing knowledge on the topic of FLA together with original research on FLA in young language learners to fill a large gap in knowledge with regards to this understudied and distinct group of learners. The book includes suggestions for alleviating FLA and encouraging foreign language enjoyment, which can be implemented by parents, teachers and policymakers and which will ultimately facilitate more effective language learning and support children's psychosocial wellbeing.

Does anxiety about learning and using a foreign language decline as learners become more competent in the target language, or is anxiety also relevant at higher levels of proficiency? This is the question Foreign Language Anxiety and the Advanced Language Learner sets out to explore. The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners. Specifically, the study examines how advanced EFL learners' foreign language anxiety (FLA) can be characterized; how anxiety relates to other individual differences (cognitive, affective, personality); and explores the relationship between FLA and various aspects of learners' performance and communication experience in the target language. The research context is Hungary. The findings, however, are not confined to the Hungarian EFL setting. In addition to making a contribution to the clarification of some unresolved issues in language anxiety research—including the role of proficiency in the development of anxiety, the relationship between anxiety and other learner variables, and the much-debated question of whether or not anxiety accounts for differential success in L2 learning—this study has important implications for language teachers as well.

Research on linguistically and culturally sustaining education has recently placed increased attention on the need to rethink the field by promoting more equitable linguistic pedagogical opportunities for all students, including immigrant and newcomer youth. It has been evident for some time that immigration patterns around the globe have been increasingly shifting, posing a new challenge to educators. As a result, there is a gap in the literature that is meant to address educational practices for immigrant communities comprehensively. The Handbook of Research on Advancing Language Equity Practices With Immigrant Communities is a critical scholarly book that explores issues of linguistic and educational equity with immigrant communities around the globe in an effort to improve the teaching and learning of immigrant communities. Featuring a wide range of topics such as higher education, instructional design, and language learning, this book is ideal for academicians, teachers, administrators, instructional designers, curriculum developers, researchers, and students in the fields of linguistics, anthropology, sociology, educational policy, and discourse analysis.

"Finally a comprehensive discussion of language anxiety, this collection of papers considers the points of view of teachers and students as well as of theorists and researchers. What is language anxiety? How does it affect language learners? How is it related to other types of anxiety? What can teachers and program directors do to minimize language anxiety in their classrooms? These and other issues are addressed in this landmark text." -- Back cover.

Becoming a Language Teacher, by respected author and experienced language teacher Elaine K. Horwitz, gives pre- and in-service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms-while encouraging them to develop a personal approach to language teaching. Using a warm, supportive tone, the author clearly explains the fundamental concepts of second language acquisition and language teaching. A much-needed resource at a time when it is critical for all mainstream teachers to focus on language, this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.

Academic Paper from the year 2020 in the subject Speech Science / Linguistics, grade: 12, , language: English, abstract: Language researchers advanced the idea that Foreign Language Anxiety (FLA) has been a discussion of so much interest for it impairs language proficiency among students. The purpose of this study was to find out the level of students' language anxiety and its effect on speaking proficiency. It was carried out among the forty-one Bachelor of Science in Hotel and Restaurant Management (BSHRM) students of Mindanao State University-Maigo School of Arts & Trades (MSU-MSAT).

Quantitative and qualitative research methods were employed. Data was collected using Horwitz et.al and Educational Testing Services materials. Furthermore, the mean and standard deviation was observed. These were carried out further using the Multiple Linear Regression procedure to determine the effects of the respondents' level of language anxiety in relation to speaking proficiency. Results revealed that the respondents' communication apprehension and negative evaluation had a high anxiety level. Respondents' high level of anxiety affected the way they communicate in English. On this premise, a Communication Enrichment Program was proposed to address the oral communication problem of the respondents.

Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to theories in positive psychology and their implications for language teaching, learning and communication. Chapters examine the characteristics of individuals, contexts and relationships that facilitate learning: positive emotional states such as love, enjoyment and flow, and character traits such as empathy, hardiness and perseverance. The contributors present several innovative teaching ideas to bring out these characteristics among learners. The collection thus blends new teaching techniques with cutting-edge theory and empirical research undertaken using qualitative, quantitative and mixed-methods approaches. It will be of interest to SLA researchers, graduate students, trainee and experienced teachers who wish to learn more about language learning psychology, individual differences, learner characteristics and new classroom practices.

If you're learning or teaching a foreign language, or simply love languages, then *The Anxious Language Learner* is a must-read. An expert in the anxiety that often accompanies learning a foreign language, Dr. Taghreed M. Al-Saraj, takes you on the personal journey that led to the shocking discovery of her own language anxiety. She also unravels misconceptions about Saudi Arabia and in particular, the women who call it home. Read this book and you will ... *understand the symptoms and causes of foreign language anxiety. *discover how to coach yourself out of it. *learn how teachers can guide their students through it.

Does public speaking paralyze you and tie your stomach into knots? Want to get a standing ovation every time? What goes into a dazzling opening and closing? Does the prospect of facing embarrassing judgment make your palms sweat? Or do you want to learn how to absolutely own the stage and become a magnetic speaker? Public speaking and presenting is one of the most common phobias -- and it's completely understandable. When else in our lives are we so open and vulnerable? But it's a necessary evil in all aspects of our lives, whether professionally and personally. From making a presentation in the boardroom to being more confident with the opposite sex, your speaking skills will take you to the next level and get what exactly what you want in your life. *Fearless Public Speaking* is the rare book that will (1) help you destroy your anxiety so you can confidently take any stage, and (2) once you're up there, be unforgettable and captivating as a speaker. The tenets in this book come from studying the experiences of the best presenters in the world, from CEOs, standup comics, to actors, and more. Jason Bax, noted actor, speaker, and entrepreneur, lends his thoughts in a guest chapter. And me? I'm a social skills and charisma coach, speaker, and semi-professional musician who thrives in front of the crowd... but I wasn't always like this - I know your struggles and I can help you from point A to point B! How will you learn to captivate audiences? •Why knowing where your audience gets their news is key to your memorability. •How to construct a bulletproof opening and closing. •How to make sure you reach any audience emotionally. •Overcoming stage fright and jitters with mental rehearsal techniques. As well as... •What rehearsed spontaneity is and how it makes your audience connect. •Stage presence techniques of the masters of performance like Freddie Mercury. •How standup comics own the stage and win over hostile crowds. •What a memory palace is and how it will help you memorize your speech. Put the audience in the palm of your hand, starting now! •Feel confident and empowered in taking the stage anywhere, anytime. •Speak your way to better jobs and relationships with each mini-presentation. •Build a reputation as an effective and engaging speaker. •Learn to overcome judgment and build self-confidence. •Own the room, audience, and applause.

Learning Under the Lens: Applying Findings from the Science of Learning to the Classroom highlights the innovative approach being undertaken by researchers from the disparate fields of neuroscience, education and psychology working together to gain a better understanding of how we learn, and its potential to impact student learning outcomes. The book is structured in four parts: 'Science of learning: a policy perspective' sets the scene for this emerging field of research; 'Self regulation of learning' and 'Technology and learning' feature findings by eminent international and national researchers in the field and provides an insight into some of the innovative research illustrating the depth, breadth and multi-disciplinarity of the research; and 'Research translation' focuses on the scaled-up implementation of research findings in authentic learning settings, and showcases research findings which are having impact in learning environments. This fascinating book is intended as a reference tool to create awareness among researchers, policy makers, and education practitioners of the research being undertaken in the science of learning field and its potential to impact student learning outcomes.

"According to research, Foreign Language Classroom Anxiety hinders students in second language acquisition. Foreign language anxiety is most hindering to students' success when they are performing speaking activities. Anxiety affects students' ability to receive input, process input, and produce an oral response. There is concrete evidence in recent research that lowering students' foreign language anxiety will improve their ability to be more successful in the second language classroom. This project sought to prove that anxiety-reducing strategies would reduce student anxiety and increase student scores on speaking tests. Based on the scores of additional tests and the results of the Foreign Language Classroom Anxiety Scale, the students' anxiety scores showed a decrease and the speaking test scores showed an increase"--Author's abstract.

This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

Already the focus of much interest for 50 years, the study of foreign language learning anxiety (FLLA) still remains a popular research topic among scholars in Western countries. FLLA is believed to be an important cause of students' "dumb English". Considering the paucity of monographs on FLLA in China, this book represents an important step towards filling this gap. The author uses his PhD dissertation as a foundation for reviewing and discussing previous literature, as well as the current status of and major issues concerning FLLA worldwide. The book explores FLLA in China by using innovative triangulated research methodology, combining both quantitative and qualitative methods, namely surveys, focused interviews, and classroom observations. It also highlights the significance and implications of the research results and predicts the future of global FLLA research with a particular focus on China. Readers will discover the latest developments and issues concerning FLLA, causes of FLLA, and verified, effective strategies for alleviating such anxiety.

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between

research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

Foreign language anxiety is widely used to describe the feeling of tension and apprehension, which is specifically associated with second language contexts, including speaking, listening and learning. It is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process. In general, students who struggle with anxiety are more likely to struggle with reading, writing and most notably, listening comprehension and speaking. Research shows that students, regardless of anxiety within a specific category of language-skill-specific anxiety, tend to have a general feeling of low-self confidence. This book examines the dynamics of the anxiety phenomena.

Scientific Study from the year 2016 in the subject English - Pedagogy, Didactics, Literature Studies, , language: English, abstract: This paper presents an empirical study of Foreign Language Anxiety in Chinese university students learning English as a foreign language. The subjects of the present study were 344 college students from Mainland China. They responded to a 5-point Likert scale questionnaire adapted from Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS). Their responses to the questionnaire were submitted to exploratory factor analysis and confirmatory factor analysis (with the help of statistical package of SPSS and AMOS) for identifying anxiety dimensions. The results show that four dimensions of anxiety exist among the subjects and the two dimensions of the FLCAS were closely examined to find the extent to which that the four-factor model adequately fit the data. The fit indices suggested that the instrument measuring the dimensions of anxiety specific to college students in China was valid construct-wise and reliable for future use.

This guide book is designed in response to the overwhelming need to find some practical techniques to control learners foreign language anxiety and to promote their motivation to learn English as a foreign language. Anxiety-controlling strategies provided in this guide are practical means developed to tackle anxiety sources that usually stem from learner's characteristics, learner's beliefs about learning a foreign language, teacher's characteristics, language testing, classroom atmosphere, learning procedures, etc. Motivation-promoting strategies involve those targeting situation-specific learner motivational dispositions, such as developing a positive relationship with learners; and promoting learner curiosity, self-confidence, and autonomy.

The book aims to provide an archival forum for researchers, academics, practitioners, and industry professionals interested and/or engaged in the reform of the ways of teaching and learning through advancing current learning environments towards smart learning environments. It facilitates opportunities for discussions and constructive dialogue among various stakeholders on the limitations of existing learning environments, need for reform, innovative uses of emerging pedagogical approaches and technologies, and sharing and promotion of best practices, leading to the evolution, design and implementation of smart learning environments. The focus of the contributions in this book is on the interplay of pedagogy, technology and their fusion towards the advancement of smart learning environments. Various components of this interplay include but are not limited to: ?

Pedagogy: learning paradigms, assessment paradigms, social factors, policy; ? Technology: emerging technologies, innovative uses of mature technologies, adoption, usability, standards, and emerging/new technological paradigms (open educational resources, cloud computing, etc.); ? Fusion of pedagogy and technology: transformation of curriculum, transformation of teaching behavior, transformation of administration, best practices of infusion, piloting of new ideas.

Foreign Language Anxiety and the Advanced Language LearnerA Study of Hungarian Students of English as a Foreign LanguageCambridge Scholars Publishing

This book presents theoretical considerations and the results of empirical research on pronunciation learning strategies (PLS) deployed by pre-service trainee teachers majoring in English as a foreign language who experienced different levels of language anxiety (LA). The theoretical part focuses on the concepts of pronunciation learning, pronunciation-learning strategies and language anxiety and includes an overview of recent empirical research dealing with various related issues. The empirical section of the book presents the findings of a research project that investigated the interplay between PLS and LA, in which both quantitative and qualitative data were collected. Based on the findings, the author proposes two profiles of anxious and non-anxious EFL trainee teachers who support their pronunciation learning with an array of pronunciation learning strategies and tactics.

Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

2017 saw the 25th conference for the European Association of Computer-Assisted Language Learning (EUROCALL). Every year, EUROCALL serves as a rich venue to share research, practice, new ideas, and to make new international friends – and this year was no different. It is an innovative and inspiring conference in which researchers and practitioners share their novel

